

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 28Q139
School Name: THE REGO PARK SCHOOL
Principal: MRS. MONICA POWERS-MEADE

Comprehensive Educational Plan Outline

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Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mrs. Monica Powers-Meade	*Principal or Designee	
Mr. Anthony Valentino	*UFT Chapter Leader or Designee	
Mrs. Susan Lee	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Kathleen Murphy	member/ Teacher	
Mrs. Elaine Miller	member/ Teacher	
Ms. Jeannie Pizzella	Member/ Teacher	
Mrs. Maggie Padilla	Member/ Parent	
Mr. Adam Hinz	Member/ Parent	
Mr. Dai Ichikawa	Member/ Parent	
Mrs. Stephanie Zevon	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 139 is located in Rego Park. The school has more than 30 languages spoken among a population that is drawn from 75 countries. This K-5 neighborhood school serves a population of 3% Black or African-American, 34% Hispanic, 34% White, 26% Asian students, and 1% other. The attendance for the school year 2013-2014 was 96%.

Mission: At our school, all students will be given the opportunity and guidance to achieve maximum potential. Working collaboratively, teachers, administrators, and staff members will provide a safe environment and quality education for all students. Academic excellence and high standards are goals for every student.

We see our school as a diverse community where children will acquire the tools to become effective members of society and be college and career ready. The student population is heterogeneously grouped with one gifted class on grades 2-5. PS 139 is the home of five Special Education classes and six ICT classes. Our Special Education students are language delayed, autistic, or physically challenged. There are approximately 20 students who receive the services of our SETSS teacher.

PS 139 collaborates with District 75 to provide an inclusion setting for 14 students from PS 177. These students enjoy the benefits of working and learning in the mainstream.

We have approximately 150 English Language Learners and use a blended model of ESL co-teaching partnerships and out of classroom instruction. Our focus is on merging content with language function.

We have reading, writing, and mathematics blocks. In addition, all students are engaged in science and social studies lessons on a weekly basis along with physical education.

PS 139 is proud of its partnership with Teachers College for literacy professional development for its teachers in grades K-5. Teachers attend Teachers College Calendar Days to enhance their area of expertise. We embrace units of study in reading and writing aligned to the Common Core Learning Standards that are evidence-based and focused on Balanced Literacy. Skills and strategies are made visible to learners. Students are matched to Just Right books and improve their reading proficiency through guided practice with text complexity.

Mathematics is focused on the Go Math curriculum. The school emphasizes open-ended problem solving investigations with Problem Solving Fridays. In addition, we spotlight the Common Core Learning Standards 8 Mathematical Practices. Teachers, parents, and students access additional support with skills and concepts through Think Central.

The arts play a key role at PS 139. Students learn an understanding of the language of music. We are proud of PS 139's amazing Glee Club comprised of upper grade students. Students strengthen higher order skills during library/art interpretation. Students learn to read a canvas using critical thinking skills like they would a complex text. Students learn about the elements of design and explore the lives of the Great Masters.

We are proud of the school's emphasis on writing as a thinking curriculum. Students learn to grow the writer's craft in narrative, opinion, and informational genres. Students are expected to write across the content areas such as mathematics, social studies, and science. Our bulletin boards display this rigor and passion to prepare our students to be college and career ready. At PS 139 writing matters.

The Parent Coordinator works in conjunction with the Parents' Association and the Principal to increase parent

engagement. Workshops are offered to strengthen the home-school connection. Parents participate in Meet the Principal events, The Emerging Writers' Workshop, Go Math Workshop, Using the Close Reading Approach with Complex Texts, Science Fair Workshops, Parent Effectiveness Workshops, Family Science Night, Family Fitness Night, Middle School Application Process, Nutrition Workshops, myON Reader Workshop, Walking/Running Club, just to name a few of the opportunities.

The Parents' Association has developed a strong Enrichment program for after school. Students are able to participate in ballet, robotics, soccer, chess, and guitar lessons. In addition, we have partnered with the Forest Hills Central Y Program which is anchored at PS 139 after school. Students participate in structured sports, clubs of interest, homework help, and arts and crafts.

We are proud of our continuing partnership with St. John's University and their student teachers. Our school serves as a promising lab site for aspiring teachers as they grow their practice.

We are most proud of our continuation grant with the Office of School Wellness. This includes our funding of Cook Shop for Families and Cook Shop Classrooms through New York City Food Bank. We strive to promote a message of healthy eating for our students. The teachers along with students prepare weekly salads which healthy ingredients. We complement this healthy eating message with Move to Improve activities and Fitness Night events. Our Parent Coordinator is a professionally trained chef and offers What's on Your Plate workshops for families.

We embrace the Common Core Learning Standards by offering rigorous learning activities online to promote cognitive challenge through IXL, and myON Reader. Our students are engaged in challenging work complemented with fun activities that involve critical thinking skills such as Music Memory competitions, Linked up partnership with Carnegie Hall , Mighty Milers through the New York City Road Runners, Math Olympiad, and the Stock Market Game. We strive to provide robust enrichment opportunities for all students.

We are proud to be designated by New York State Education Department as a School In Good Standing. We made significant gains on the 2013-2014 New York State Mathematics Test embracing the DOE core curriculum with Go Math. We put structures and processes in place to spotlight problem solving in new and innovative ways for our young mathematicians. The outcomes are promising. We have made the most growth with Mathematics as evidenced by New York State scores. Tapping the resources of Go Math has resulted in steady gains.

We strive to demonstrate more progress with literacy with a renewed instructional focus on academic vocabulary and building volume and stamina in our readers. This is our school challenge to make gains with literacy. We are leaning into cognitively rigorous learning activities with a special emphasis on the instructional shifts to support our English Language Learners and Student with Disabilities. In the process, we are also mindful of our advanced learners to deepen their understanding. This is our area of challenge and one that needs to show an improvement. Domain specific vocabulary is an area that warrants improvement.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on a thorough review of the SY 2013-2014 School Quality Review **Student Progress Section**, PS 139 saw an increase of 2 points from 61.0 to 63.0 for the ELA Median Adjusted Growth Percentile for all fourth and fifth grade students. The school's Median Adjusted Growth Percentile for our lowest third students in ELA for grades 4 and 5 remained the same with a score of 71.0 for SY 2012-2013 and SY 2013-2014. In Mathematics, PS 139 saw a significant increase of 11 points from 59.0 to 70.0 for your Median Adjusted Growth Percentile for all 4th and 5th grade students. The Median Adjusted Growth Percentile for our lowest third students in Mathematics for grades 4 and 5 also increased from 62.0 to 70.5 which is an 8.5 increase.

When looking at Early Grade Progress which is Grade 3 only, PS 139 had a slight decrease in ELA from 2.23 to 2.21 which is a decrease of 0.02. In Mathematics the Early Grade Progress score also went down slightly from last year. In SY 2012-2013, PS 139 scored 2.97 and this year the school received a score of 2.90 which is a decrease of 0.07.

When looking at SY 2013-2014 **Student Achievement Section of the School Quality Review Section**, PS 139 37.7% of our students in grades 3-5 were proficient equating to a score between 3.0 and 4.5. It was 1.2% lower than last year's score. It is 9 points higher than the city average of 28%. PS 139's average Proficiency rating in ELA was 2.73. Last year the Average Proficiency rating was 2.76. We had a slight decrease of 0.03 from the previous year. In mathematics, PS 139 has an overall proficiency percentage of 55.5% for students in grades 3-5. It is 4.4% higher than last year's score. It is 20.5% higher than the city's average of 35%. The school's Average Proficiency rating in mathematics was 3.13. Last year, then Average Proficiency rating was 3.01. The school had an increase of 0.12 from the previous year.

When looking at the **Closing the Achievement Gap** of the SY 2013-2014 School Quality Guide, in ELA, not a single Self-Contained or SETTS student was able to achieve, at the minimum, a level 3 or higher on the ELA exam. However, 19.4% of ICT students were able to achieve a score of 3 or higher on the ELA exam. In the previous year, 0.0% of Self-Contained, 13.6% of ICT and 0.0% of SETSS students were able to earn a score of 3 or higher on the ELA exam.

In Math, 3.2% of Self-Contained, 25.7% of ICT and 9.1% of SETSS students were able to achieve a score of 3 or higher on the state Math exam. In the previous year, 3.8% of Self-Contained, 27.3% of ICT and 11.8% of SETSS students were able to achieve a level 3 or higher on the state Math exam.

PS 139 saw a decrease in the percentage of **ELLS Progress Section** as measured by the SY 2013-2014 School Quality Review from 66.2% in SY 2012-2013 to 56.3% in SY 2013-2014. This resulted in a decrease of 9.9% from the previous year.

In contrast, on the AMAO New York City and NYSED matrix gleaned from SY 2013-2014 NYSESLAT student outcomes, PS 139 76% of ELLS in grades K-5 made **Progress** and met and exceeded AMAO 1 by 9%. For AMAO 2 target which is **Achievement**, the New York State target to meet was 66.4%. PS 139 ELL students scored 70.0% which is a 14% increase in exceeding the State target.

Areas of Celebration as noted from the most recent Quality Review in 2011 are:

- Aligned use of resources to support instructional goals that meet student needs
- Comprehensive information on student learning outcomes used to identify trends, strengths, and areas of

need at the school level

- Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice
- Data used to regularly evaluate the effectiveness of structured professional collaboration, capacity building, and leadership

Areas of Focus

- Support and evaluation of teachers through feedback using the Danielson Framework and analysis of outcomes
- Curricula aligned assessment practices that inform instruction
- Rigorous, engaging and coherent curricula aligned to the common Core Learning Standards
- Research-based effective instruction that yields high quality student work.

The Quality Review in 2011 pointed to improvement needed in the consistency of high expectations in classrooms to provide appropriate challenges that lead to student achievement. We are leaning into the work of differentiated and tiered instruction.

In spotting trends, the school demonstrated significant improvement in Mathematics. Our renewed focus will be on elevating literacy performance in our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure that the students have access to a robust curriculum, teachers will plan for instruction with a focus on alignment to student data and coherence across their grade and adjust instruction matching the cognitive complexity in the Common Core Learning Standards. By June 2015, there will be an increase of 5% of students reaching proficiency on the New York State ELA.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PS 139 will continue to partner with Teachers College Staff Developers using the Teachers College Reading and Writing Workshop model which is researched-based instructional program embedded with professional learning and aligned to the Common Core Learning Standards. This will consist of twenty days allotted to model effective strategies through study groups selected by teachers, lab sites, conferencing, and inter-visitations. Staff Developers will embed the Danielson Framework in promoting teacher effectiveness.	Teachers in with a particular focus on Students with Disabilities and English Language	September 2014- September 2015	Principal, Assistant Principal, and Staff Developers work together in a collaborative spirit to spearhead the work with teacher teams.

<p>Cycles of professional learning will be harnessed around the areas of close reading of complex text and strengthening critical thinking skills. Strategies for complex close reading will be utilized. Special focus will be emphasized on the needs of the ELLs and former ELLs through a hierarchy of talk partnerships spotlighting language and structure. Interactive read alouds with scaffolding for vocabulary and content knowledge will be embedded in the work.</p> <p>Character interpretation work along with synthesis of the text and using multiple media will be pivotal literacy areas to address. Close reading for point of view and argument will be highlighted. Strategic use of Calendar Days which are extension of areas of practice at Teachers College will be utilized to deepen teachers' knowledge and content base.</p> <p>Parents will be invited to parent events at Teachers College to inform their knowledge base. Parents will be invited to school-based workshops dealing with the New York State ELA Test facilitated by Teacher Leaders and the Parent Coordinator. Families will participate and be engaged in workshops focused on the demands of the Common Core Learning Standards. Parents will have an opportunity to use close reading approaches with complex text to improve achievement. Parents will participate in an emerging writing workshop for the early childhood grades. Fathers and students will participate in Dads and Donuts workshop shaped around the read aloud as a powerful literacy tool. Parents will learn through modeling how to engage in turn and talk to raise construction of meaning. Parents will receive an overview of the myON literacy website and incorporate new ways of supporting their child at home.</p> <p>Trust will be addressed with parents through written feedback to the workshop presenters and conversations with the Principal. The Principal will lead Meet the Principal events and use this forum as an opportunity to have candid conversations with parents to build transparency through dialogue. The Principal has an Open Door policy to build parent trust.</p> <p>The Principal will actively participate in literacy professional development at Teachers College and engage in study group work with Principals across the city on a monthly basis to grow literacy work as a curricular and instructional leader strong in content and pedagogy.</p>	<p>Learners, and parents</p>		
<p>The school's instructional focus in grades K-5 will be spotlighting academic vocabulary to increase traction with text complexity through domain specific vocabulary. We will build text talk to increase reading proficiency through explicit instruction with vocabulary. This theory of action will incorporate the utilization of Sadlier Vocabulary workbooks linked to academic vocabulary and enhanced through an online program for students. Teachers will make use of their Promethean Boards and interactive white boards to</p>	<p>Students in grades K-5 including English Language Learners and Students</p>	<p>September 2014-June 2015</p>	<p>Teachers in grades 1-5 with the support of the Principal and Assistant Principal</p>

<p>make complex text embedded with rich vocabulary come alive. Students will take advantage of the text features such as audio and word meaning built into the system.</p> <p>Academic vocabulary will be scaffolded as part of questions and discussions so that all students have access to learning. Text based evidence will be strengthened through the use of higher level questioning with Depth of Knowledge question 3. Students will be prompted to justify their thinking and explain their thought process using the four corners of the text.</p> <p>Professional learning will support stronger instruction around academic vocabulary through a series of sessions on the usage of thinking maps by Teacher Leaders Kathleen Murphy and Mary Kris. Professional learning from CFN 207 ESL Achievement Coach Guivela Leisengang will support a series of coaching opportunities for ESL teachers in growing their practice through the co-teaching partnerships. This will spotlight the merging of language and content.</p> <p>A Garden of Readers chart will be displayed outside of each classroom door listing the minutes of independent reading. Students will be accountable to record their reading time at school using the Teachers College Reading Log. Parents will be accountable to sign off on their child's TC reading log at home. Reading Buddy partnerships will be encouraged between early childhood students and upper grade students to build a strong literacy foundation.</p> <p>Finally, Community Reads will be implemented four times during the year to build a community of lifelong learners that spotlight childhood themes and address character traits in new ways. These Community Reads will spark new ideas and serve to build conversations about important topics. Students will be given an opportunity to respond in writing their thinking work connected to the text. The Principal will share the school's Community Read to parents at the Meet the Principal events.</p>	with Disabilities		
<p>School and home myOn reading virtual library will be implemented. This is a virtual digital library with 24/7 access for all students to strengthen volume and stamina in literacy with text complexity. Students will have access to over 7,000 digital books at home or in school. Teachers will monitor and track the progress of their students as they progress up their reading levels. Teachers will be trained on the features of myOn Reader and how to track students' growth. Parents will have an opportunity to participate in a myOn workshop to become familiar with the features of the program and how they can support their students. This will increase parent engagement.</p>	Students and families in grades K-5 and teachers in grades K-5	September 2014-June 2015	Principal, Assistant Principal, Parent Coordinator, and Technology Teacher
<p>Teachers and teacher teams will lean into the instructional shifts through the Universal Design of Learning so that all students will have multiple entry points to curriculum and promote college and career-readiness.</p> <p>Teachers and teacher teams will pay particular attention to</p>	Students in grades K-5 including Students with Disabilities	September 2014-September 2015	Core Inquiry Team Leaders, Data Specialist, Principal and Assistant Principal

<p>scaffolding and high leverage moves to support strugglers in the classroom through picture support, word walls, extensive use of partnership talk, annotation approaches with complex texts, using thinking maps to capture student thoughts, meaningful feedback to students, and an established standard for high-quality work.</p> <p>Teachers and collaborative inquiry teacher teams will analyze students work products by using an established protocol to notice trends and adjust instruction, monitor growth and fine tune next instructional steps. Student progress will be monitored through the Measures of Student Learning. Teacher Teams will set learning targets and interim and long term goals based on the MOSL writing performance tasks.</p> <p>Trust will be addressed with the Principal, Assistant Principal and Data Specialist interfacing monthly with K-5 Collaborative Inquiry Teams to monitor and move the work forward. Successes will be shared and acknowledged at meetings and posted on the weekly News and Notes for the staff to read. The Principal will build trust by having an Open Door policy with the staff to share vision and dialog.</p> <p>Rigorous instruction will be complemented with the after school Title III Program for ESL students in K-5. ESL teachers and classroom teachers will partner together to raise student achievement through content and pedagogy.</p>	<p>and English Language Learners</p>		
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed to meet this goal include leveraging the leadership of the Principal, Assistant Principal, Teacher Leaders, Teachers College Staff Developers, CFN Achievement Coach, parents, and students.

The instructional resources needed include Teachers College units of study in Reading and Writing, technology access for myOn platform, classroom resources such as word walls, picture support, a plethora of literary and informational texts, Sadlier workbooks, Community Read book selections, Measures of Student Learning writing performance tasks, Garden of Readers’ charts, and Teachers College reading logs.

Schedule adjustments will be based on a seven period day to improve teacher collaborations and extend the instructional period to 50 minutes. Schedules will be adjusted based on a needs basis.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Mid- point benchmarks: By February 2015, 70% of teachers will be rated Effective in the Danielson Framework component 3B: Questioning and Discussion Techniques as measured by the Advanced monitoring system.
By February 2015, 30% of students in grades 4 and 5 will have met their independent reading level benchmarks as measured by the Teachers College Running Records formative assessment.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the SY 2013-2014 School Quality Guide, PS 139 scored Approaching the Target with school environment. It is difficult to compare the present School Quality Guide for 2013-2014 in the area of school environment since in the past the Progress Report measured different matrixes.

We do know that the overall school attendance for SY 2013-2014 was 95.7%. In SY 2012-2013, the overall school attendance was 95.6%. This indicates a slight increase by 0.1%.

87% of parents and teachers were satisfied with the school culture as measured by the SY 2013-2014 School Survey. Drilling down that composite number included 95% of parents and 80% of teachers. 100% of parents completed the School Survey which speaks to parent engagement and 96% of teachers completed the School Survey in SY 2013-2014. This indicates a wide participation rate. 96% of parents indicated the school culture has high expectation for their child. 96% believe the school is responsive to parent feedback. 94% of parents indicated that teachers and staff treat all students with respect. 92% of parents indicated that PS 139 is keeping their child on track for college, career, and success in life after high school. 98% of parents indicated the school is going in the right direction.

In comparison, 81% of teachers indicated that they would recommend PS 139 to parents seeking a place for their child as opposed to 98% of parents who said they would recommend this school to other parents. 97% of parents indicated their child is safe at school as opposed to 58% of teachers indicating order and discipline are maintained. 71% of teachers indicated that there is a program or person who helps students resolve conflicts. Finally, 62% of teachers indicated that PS 139 offers a wide enough variety of programs, classes, and activities to keep students engaged.

Clearly, the trend indicates that we are striving to improve in school culture so that all stakeholders are respected, engaged and valued in an atmosphere embedded with trust.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve school tone, we will engage parent voice, teacher voice, and student voice in decision-making to guide and lead school improvement efforts. By June 2015, there will be a 5% decrease in Principal’s Suspensions as measured by the DOE Discipline Code and online reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>Our school community will promote the climate of school wellness through innovation partnerships that spotlight health and fitness. These programs include implementing Cook Shop Classrooms for ten K-2 classrooms. This highly recognized program spotlights non-processed foods such as fruits and vegetables and nurtures healthy eating choices through carefully crafted series of lessons of instruction culminating in salad meal preparation by the teachers, students and parent volunteers.</p> <p>We will address trust and parent involvement through the support of the School Wellness Council. PS 139 was awarded a continuation grant from the Office of School Wellness. PS 139 will plan and execute a Family Fitness Night of special learning activities such as zumba, line dancing, basketball, volleyball, and yoga led by the staff. All components of the evening will emphasize healthy activities to increase brain power and achievement. Parents will complete feedback reflection forms, and the committee will incorporate these ideas in future events. Parent voice through suggestions and recommendations will be noted.</p> <p>The Garden Committee composed of staff and parent stakeholders and led by Teacher Leader Elaine Miller will beautify the perimeter of the school property, promote sustainable practices in gardening with students, and parents all working together. We will apply real world applications in science and mathematics for students in grades 3-5.</p> <p>We will continue a structure in place by implementing Fruiticious Fridays school-wide. This is an opportunity to expand knowledge about the value of eating fruits which promote student achievement. Parents will play a major role in volunteering their time in the classroom for all activities.</p> <p>Finally, the Principal will continue to recruit teachers to be trained in Move to Improve program offered through the Office of School Wellness. This will afford an opportunity to qualify as Wellness Champions.</p>	<p>School-wide K-5 students, parents, and teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, Parent Coordinator, Teacher Leaders</p>
<p>The PBIS Committee will continue the powerful implementation of PBIS in lifting the school tone in grades K-5. Behavior expectations and rewards for exemplary behavior will result in an improved learning environment. The PBIS Committee will continue to adjust the norm on established criteria and incentives based on input from the teachers and students. Classes with the most Star Tickets on a weekly basis will be recognized publicly by the Principal and their photograph will be showcased in the main lobby when 200 or more Star Tickets are achieved.</p> <p>Student voice will be heard in the selection of the incentives. This</p>	<p>School-wide K-5 students</p>	<p>September 2014-June 2015</p>	<p>Principal, Teacher Leaders, PBIS Committee</p>

<p>year we will grow the work of PBIS by tracking and monitoring student infractions using SWIS software from the University of Colorado.</p> <p>We will introduce a pilot program of CICO (Checking In and Checking Out) on a small scale as a Tier II intervention for targeted students. Nurturing trust and acceptance with students and staff members will be promoted.</p> <p>We will address trust collectively through Student of the Month assembly programs to showcase the academic and social emotional needs of students as they strive to be the best reader, writer, best mathematician, and overall best classmate. The entire school community will come together to recognize these students with certificates and ribbons. Photographs will be taken and displayed in the main lobby. All parents will participate in these events. Students from each class will vote on the classmate that best emulates a specific character trait like Best Buddy, Best Listener, Best Helper, etc. This builds trust and student voice.</p> <p>All K-5 students will be engaged in learning the school song to strengthen school spirit at all events and nurture trust and school attachment.</p> <p>All students in K-5 will participate in school Spirit Days once per month: Crazy Hat Day, Sports Team Day, etc. to shape a positive school tone. Teachers, other staff members, and parents will collectively join this collaborative and fun initiative to promote trust.</p>			
<p>Grade 5 students will participate in a new initiative to strengthen student fitness and target the social emotional growth of adolescents through the New York City Road Runners Club. Mighty Milers is a running club designed to get kids moving and prevent obesity and illness. Participation in Mighty Milers helps kids build their self-esteem and learn to make and reach personal goals. Students earn rewards for reaching milestones</p>	Grade 5 student	September 2014-June 2014	Principal and Teacher Leaders
<p>The school will implement an arts residency for each grade. These residencies include Grade 5 Dancing Classrooms, Grade 4 Dancing on Broadway, Grade 3 Yoga, Grade 2 Dancing on Broadway, Grade 1 Circus Arts, and Kindergarten Drumming. Teacher Teams will select the residency based on students' needs aligned with the Common Core Learning Standards and College and Career Readiness.</p>	Grades K-5	On-going from September 2014-June 2015	Principal, Assistant Principal and Marquis Studios

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Collaborations between the Administration, Parent Leaders, Marquis Studios, Teacher Leaders, Cook Shop, teachers, and Parent Coordinator.</p> <p>Instructional Resources: art materials, non-processed foods through Cook Shop, Cook Shop texts, and classroom equipment, garden supplies, student ribbons and certificates</p> <p>Schedule adjustments will be based on a seven period day and 50 minute instructional periods. Schedules will be</p>

adjusted on a needs basis.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmark: As of February 2015, there will be a 3% decrease in Principal’s Suspensions as measured by the DOE Discipline Code and online reports.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

When looking at the 2013-2014 School Quality Guide and the section Closing the Achievement Gap, in ELA, not a single Self-Contained or SETSS students was able to achieve, at the minimum, a level 3 or higher on the ELA exam. However, 19.4% of ICT students were able to achieve a score of 3 or higher on the ELA exam. In the previous year, 0.0% of Self-Contained, 13.6% of ICT and 0.0% of SETSS students were able earn a score of 3 or higher on the ELA exam.

In Math, 3.2% of Self-Contained, 25.7% of ICT and 9.1% of SETSS students were able to achieve a score of 3 or higher on the Math exam. In the previous year, 3.8% of Self-Contained, 27.3% of ICT and 11.8% of SETSS were able to achieve a level 3 or higher on the math exam.

The school moved 0.26 of our Students with Disabilities to a Less Restrictive Environment. The year prior, we moved 0.19 of the Students with Disabilities to a Less Restrictive Environment. This resulted in an increase of 0.07 from the previous year.

PS 139 saw a decrease in the percentage of ELLS Progress from 66.2% (2012-2013) to 56.3% (2013-2014). This resulted in a decrease of 9.9% from the previous year.

The 2011 Quality Review indicated continued improvement is needed in developing a cohesive system to ensure all teachers know their individual students’ needs, strengths and learning styles across the curriculum.

Looking back the 2012-2013 New York State Report Card indicates that we reached AYP in all accountability sub groups Literacy, Mathematics, and Science. We have been designated A School in Good Standing.

We have looked at a plethora of data points which strongly suggest that we need to show improvement in instructional shifts to reach all students. This will take place in collaborative teacher team work.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms and increase cognitive rigor that is pivotal to student performance, all teacher teams will analyze and revise assignments and assessments to increase cognitive challenge aligned to the Common Core Learning Standards. Teacher teams will develop learning opportunities that challenge students to perform at deeper levels of learning. By June 2015, 45% of students will increase their independent reading levels by 1 year’s growth as measured by the Teachers College Running Records.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<p>Professional learning will be crafted to address the needs of Students with Disabilities and English Language Learners sub groups using Universal Design of Learning strategies that emphasize the hierarchy of talk and using interactive read alouds to pre load vocabulary and build content knowledge. Language function and content will be emphasized. This collaborative study group will be led by Teachers College Staff Developer Alexandra Roman. The Staff Developer will coach teachers in their classrooms and develop a trusting tone to build relationships and collaborations.</p> <p>Professional learning by Teachers College Staff Developer Brianna Parlitsis will focus on supporting subgroups of ELLs in the Reading and Writing Workshops.</p> <p>On-going cycles of teachers will participate in Learning Walks facilitated by Teacher Leaders and the Assistant Principal focused on classroom environments. Accomplishments will be highlighted and next steps shared.</p>	K-5 students and teachers	September 2014-June 2015	Teachers College Staff Developer, Administration, and teacher teams
<p>We will lean into the work of inquiry-based, structured professional collaborations that promote the implementation of the Common Core Learning Standards and the instructional shifts. Teacher teams will systematically analyze key elements of teacher work including classroom practice, assessment data, including Measures of Student Learning Writing Tasks and Mathematics Performance Tasks, resulting in shared improvement in teacher practice and mastery of goals for sub groups of students. Parents will be contacted on a weekly basis and student work products and artifacts will be shared. Parents will work with teachers to develop an action plan for home school improvement.</p> <p>The Inquiry Teams will meet a minimum of twice per month for 80 minutes across the school in grades K-5. Core Leaders will support and drive the work with guidance from the Data Specialist and Administration. The Core Inquiry Team Leaders will lead the team's action plan in setting learning targets and establishing short and long term goals. The Principal will meet the vertical Core Inquiry Team K-5 a minimum of once per month to discuss accomplishments and challenges in implementing new strategies with student learning. Transparency and trust will be the foundation of this collaboration.</p> <p>Next steps will be crafted. Adaptation of the curriculum is embraced to meet the needs of all students. The Principal and the Assistant Principal will attend and participate twice per month in collaborative Inquiry Team meetings and gain input on progress. Student work will be analyzed and trends identified. The Core Leaders will implement an established protocol when reviewing student work with the team. The Principal will continue to respond to weekly written articulation</p>	K-5 teacher teams, parents, all students with a focus on students in the bottom third of the class	September 2014-September 2015	Administration, Data Specialist, Core Inquiry Team Leaders, and Teacher Teams

documents with timely updates about student learning and teacher practices. In June 2015, all Inquiry Teams will present their power point findings at the annual Promising Inquiry Share Fair. Successful strategies will be showcased.			
Deepen the work of Reading Buddy partnerships by implementing Writing Buddy Partnerships at culminating writing celebrations after a unit of study has been concluded. This model will involve an upper grade class inviting a lower grade class to participate in a review of student writing pieces, read a rubric, and give feedback to the “buddy” and vice a versa. Particular attention will be focused on the English Language Learners sub group. This trust model will nurture literacy appreciation through shared writing pieces and deepen careful attention to rigorous writing work and tasks.	All students K-5	November 2014- June 2015	Teacher Partnerships and the Administration
Establish vertical ELA Team in grades K-5 spotlighting the Community Read linked to the writing standards such as opinion writing and formulating writing tasks that improve and deepen the progression of student writing. The ELA Team will meet monthly. They will engage in deep conversations about exemplar texts that can grow the Common Core Learning Standards for each grade. Trust will be addressed by recognizing Teacher Leads in the Principal’s weekly News and Notes to the Staff by infusing teacher expertise in all planned professional learning activities. In addition, the Principal will share out and involve parents in an interactive read aloud of all Community Reads to grow the expectations and demands of the Common Core Learning Standards. Parents will be informed about the learning activities students are engaged in with the task. Parents will generate wonderings and discuss themes presented through quality literature at various workshops such as Dads and Donuts, Read Across America, and close reading workshops.	All students K-5, teacher leaders, and parents	November 2014-June 2015	ELA Vertical Team and the Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources; Teacher teams , parents, and the Administration Instructional Resources: texts Schedule adjustments will be made on a needs-basis with a seven period day and a 50 minute instructional period.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

Mid-point Benchmark: By February 2015, 20% of students will increase their independent reading levels by one year's growth as measured by the Teachers College Running Records.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

When looking at the DOE School Survey for 2013-2014, the school received an average 83% satisfaction rate from teachers and parents for the category: Systems for Improvements. This is in comparison to the Citywide satisfaction rate of 89% from teachers and parents. When you disaggregate the data for PS 139, 95% of parents gave a positive response for the category: Systems for Improvements compared to 72% of teachers. Clearly there is room for improvement which will impact student performance.

When examining the DOE School Survey focused on the question: The Principal encourages open communication on important school issues, only 46% of teacher respondents agreed with that statement. Clearly, there is room for improvement.

The recent Quality Review in December 2014 indicated in 4.2 a need for teacher teams to develop stronger leadership roles in building autonomy and contributing more to key school decisions which will impact student learning and performance trends.

When analyzing the SY 2013-2014 **Student Achievement Section of the School Quality Review Section**, 37.7% of our students in grades 3-5 reached ELA proficiency equating to a score of 3.0 and 4.5. However, we are concerned about the drop of 1.2% from the previous year’s score. This performance trend will be monitored closely as we move forward to increase gains.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School Leaders will use evidence based systems to monitor and improve individual and school wide practices on achievement. By June 2015, communication among stakeholders will improve as evidenced by a 10% increase on the DOE School Survey, based on the teacher statement, “I would recommend my school to parents seeking a place for their child.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of			

Trust			
Principal and Assistant Principal informed by the Danielson Framework will observe teachers regularly and give continuous cycles of meaningful feedback in an effort to elevate teaching practices and improve student achievement. School Leaders will monitor classroom instruction using the Teach Boost platform and the Advance System to track teacher practice. Support and growth plans will be offered to teachers to fine tune expertise through professional learning opportunities. The Principal and Assistant Principal will continue to use Learning Walks as an opportunity to gather data on the pulse of classroom instruction and learning activities.	All teachers in K-5	September 2014-September 2015	Principal, Assistant Principal and teachers
School Leaders will employ the use of Teachers College Assessment Pro platform to identify data trends class specific, grade specific, and school-wide. School Leaders will develop a theory of action based on the needs of the students in consultation with the teachers. The Principal will establish a Data Wall of Independent Reading Levels for all students that have not reached reading proficiency. The Principal will monitor and track progress to inform adjustments.	All student with a targeted focus on English Language Learners and Students with Disabilities	September 2014-June 2015	Principal ,Assistant Principal, and teachers
School Leaders in consultation with the Parent Coordinator and teachers will develop a system in place to monitor weekly parent interactions via emails, telephone phone calls, and face to face meetings to improve the line of communication. Parents will receive twice per year in December 2014 and May 2015 an Interim Progress Report on students’ performance. This system in place will address trust and confidence in a productive partnership with parents. Parents will be invited to respond in writing to the progress update to strengthen an inclusive partnership.	All parents	September 2014-June 2015	Principal, Assistant Principal, Parent Coordinator, and teachers
Trust will be addressed by School Leaders through the Open Door Policy for teachers in an effort to share vision and beliefs about practice and school-wide decisions. The Principal will meet weekly with the UFT Chapter Chairperson and bi-monthly with the UFT Policy Committee to foster communication and share a vision of continual improvement.	All teachers	September 2014-June 2015	Principal, Assistant Principal, UFT Chapter Chairperson, and UFT Policy Committee,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Human Resources: School Leaders, parents, teachers, and Parent Coordinator Application Systems: Teach Boost, Advance System, School Net, TC Assessment Pro Instructional Resource: Danielson Framework Schedule adjustments will be made on an on-going basis based on a seven period day and 50 minute instructional period.</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Mid-Point Benchmark: By February 2015, there will be a 5% increase on a customized teacher interest survey with the statement “I would recommend my school to parents seeking a place for their child.”

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?	

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

When looking at the DOE 2013-2014 School Survey, 94% of parents showed satisfaction with the Instructional Core, 95% in Systems for Improvement, and 95% in the category of School Culture. However, for the question, “How often have you been invited to an event at your child’s school (workshop, program, performance, etc.)?” 74% of parents indicated a range between three to five or more times. Our goal and priority need is to improve family ties with more parent outreach opportunities to build stronger partnerships with families and community organizations. All parent outreach activities will be linked to stronger learning outcomes for students.

The December 2014 Quality Review indicated in 3.4 that families and students are aware of the high expectations for student progress and are able to work to their highest level of performance. Families are given a menu of options to support partnerships in ensuring their child’s mastery of the Common Core Learning Standards. We continue to add supports to differentiate instruction so that all learners succeed.

In analyzing the **ELLs Progress Section** as measured by the SY 2013-2014 School Quality Review, we identified a performance dip of 9.9% in ELA from the previous year. This is a trend we will monitor closely. In the School Quality Review **Student Progress Section**, the Median Adjusted Growth Percentile in ELA for the lowest third students in grades 4 and 5 remained the same and was stalled. We will harness focused energy to address and turn this performance trend around.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, PS 139 will increase the number of contacts with families by 5% so that by June 2015 there will be an increase of 10% in the number of parents responding that they “have been invited to an event at your child’s school” five (5) or more times as measured by the New York City School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
37. Strategies to increase parent involvement and engagement
38. Activities that address the Capacity Framework element of

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Trust			
Trust will be addressed by the classroom teachers by scheduling two parent workshops during the school year geared to trends noticed in the classroom that will support the efforts of parents. These workshops may encompass whole class or clusters of parents based on students' needs and the supported by classroom data. Tuesday sessions will run from 3:00-3:35 P.M.	All parents K-5	September 2014-June 2015	Administration, Parent Coordinator and teachers
<p>Teachers will develop class newsletters and websites to increase trust and viable communication for parents. Homework assignments will be posted along with links to other resources to support student achievement. Teacher teams and departments will continue to contribute articles to the three times per year Parents' Voice newsletter. This communication forum informs families about curriculum, exciting learning activities, grade field trips, and builds content knowledge and transparency.</p> <p>The Administration will distribute a Family Handbook to inform parents about the school's policies and provide contact information. This addresses trust by producing parent-friendly literature to improve achievement and communication.</p> <p>The school will implement a Career Day led by Parent Leaders and supported by the school librarian, Mr. Valentino. This addresses college and career readiness and taps the professional talents of parents with sub groups of upper grade students.</p>	All parents K-5	September 2014-June 2015	Administration and teachers
<p>PS 139 will secure Cultural After School Adventures funding in a partnership with the New York Hall of Science to grow domain specific vocabulary in our students linked to exploration of topics through science investigations. We will receive a series of three after-school outreaches facilitated by New York Hall of Science instructors. It will be designed to provide an interactive age-appropriate science experience that meet the New York City scope and sequence requirements for the sciences targeting the English Language Learners sub group.</p> <p>In addition, PS 139 will participate in five Family Days at New York Hall of Science. Family Days will give participating students and their families a chance to experience exhibits at New York Hall of Science that reinforce what they learned in the after-school program. Special focus will be used to target English Language Learners sub group.</p>	All parents and students K- 5	February 2015-June 2015	Administration and Parent Coordinator
Cook Shop will be expanded this year to include Cook Shop for Families which will incorporate a series of six workshops for families on reading food labels and incorporating healthy ingredients in family meal preparation. By participating and expanding this initiative, we hope to improve parent engagement through knowledge about non-processed foods. This will be led by Parent Coordinator Nina Lipton and Assistant Principal Lazarus.	All parents	January 2015-June 2015	Administration and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Human Resources: Administration, Parent Coordinator, teachers, and Hall of Science instructors

Instructional Resources: Cook Shop for Families groceries, and materials to complement the lessons, and parent newsletters

Schedule Adjustments will be made on an on-going basis based upon a seven period instructional day and a 50 minute instructional period.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Mid-Point Benchmark by February 2015: School will show a 3% increase in parent interactions than in the previous year based on weekly monitoring systems.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students in grades K-3 who are considered at risk for not meeting Standards as determined by their performance on Teachers College Running Records or have been identified as potential holdovers.</p> <p>Students in grades 4 and 5 who are performing at Level 1 or Level 2 on the New York State ELA</p>	<p>Explicit instruction in skills and strategies needed to become independent readers is fostered. Strategies in K-2 include the multi-sensory Foundations program, echo reading, Readers Theatre, guided reading, shared reading, and interactive writing.</p> <p>In grades 3-5 small group instruction is embedded in all instruction. Classroom teachers continuously assess students and provide remediation and enrichment to meet students' needs in Tier I settings. Learning styles and meta-cognitive approach to learning are emphasized. At-risk students also receive Wilson support and Linda Mood Bell visualization and verbalization support. Students in grades 3-5 in need of additional assistance to meet the</p>	Small group and one-to-one tutoring	During the school day coupled with an AIS After School Program

		Standards participate in small group instruction designed to meet students' needs by using meaningful data to address strengths and areas of concern. Emphasis is placed on strengthening readers' strategies using close reading approaches in the AIS After School program.		
Mathematics	Students in grades 4-5 who are performing at Level 1 or Level 2 on the New York State Math Test .	Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become successful. Repeated modeling and use of graphic organizers support students' thinking work with math investigations. In addition, classroom teachers continuously assess students and provide data driven instruction for remediation. Teachers make use of Go Math's Think Central -Soar to Success. Finally, students in need of additional assistance in order to meet the Standards participate in small group instruction designed to meet students' needs with problem solving and math computation through the AIS After School Program.	Small group, one-to-one tutoring	During the school day coupled with an AIS After School Program
Science	Students in grades 4 and 5 who are	Science support is provided through	Science support is given to students in	During the school day coupled with an AIS

	performing Level 1 or Level 2 on the New York State ELA and formative science assessments	hands-on experiment-based curriculum that focuses on academic vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and State assessments. In addition, classroom teachers build content knowledge with science topics during the instructional day.	small groups and one-to-one	Science After School program
Social Studies	Students in grades 4 and 5 who are performing at Level 1 or Level 2 on the New York State ELA and formative social studies assessments	Support in social studies is provided through content area literacy. Students learn strategies for success in nonfiction content reading and writing and apply these strategies toward opinion-based essays. Use of technology enhances instruction with research.	Social Studies support is given to students in small groups and one-to-one	School day and AIS After School Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria involves teacher recommendations, PPT meetings, RTI Team recommendations	Non-mandated counseling is provided to students to address social and academic skills, areas of need, and to improve students' self-esteem, and the school climate.	At-risk services are offered in small groups and one-to-one	School day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

[School name], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Rego Park School</u>	DBN: <u>28Q139</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>130</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10

of certified ESL/Bilingual teachers: 3

of content area teachers: 7

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The focus of this Title III Supplemental Program for ELLs proposal is to enhance programs for Students with Interrupted Formal Education (SIFE) and Long-Term ELLs, as well as improving teaching and learning in core subject areas. We plan to provide supplemental language support services to the following categories of English language learners: ELLs who have been in the program for 4 years and more, SIFE and ELLs struggling academically. Beginning December, we will offer 12 afternoon 1hour and 30 minutes long sessions once a week for grades 1, 2, 3, 4, and 5 ELLs where both the ESL teacher and content area teacher, trained in ESL methodologies, will provide direct instruction in Reading, Mathematics, and Science by addressing four modalities: Speaking, Listening, Reading, and Writing. We will use research-based strategies, practices, materials and curricula to strengthen literacy, mathematics and technology skills. For grades one, two and three we will offer a program which will guide children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness and enhance reading comprehension skills. For ELLs in grades 4 and 5 we will focus on Writing to enhance student writing skills in the content area. For ELLs who have been in the program for 4 years and more we will offer support with the academic language and literacy skills to develop student language, literacy and content understanding. For parents and guardians of our current and former English language learners, we will offer a variety of academic and cultural activities to increase parental engagement in their child's education at PS 139Q .

Below is a full description of the supplemental support services we plan to utilize through the Title III funding for the 2014-2015 and 2015-2016 school year.

Program 1:

Target Population: Grade 1 ELLs

Total # on the Grade: 35

49% of our first grade ELLs are on the Beginner and Intermediate levels. 43% of them did not meet the AMAO 1 benchmark. As evidenced by the most recent TC assessment, 84% of ELLs read way below grade level and are at serious academic risk.

English language learners will engage in guided reading activities to enhance grade-level phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills through phonics focused books. This program will utilize the Essential Skills software along with other resources to provide students with tiered and differentiated instruction to meet their individual needs and boost their speaking, listening, writing, and reading skills. The ESL teacher will provide direct instruction to this group in collaboration with the content area teacher. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content teacher in scaffolding of language

Part B: Direct Instruction Supplemental Program Information

and content.

Teachers: 2 licensed ESL teachers and 2 Content Area Teachers

Time: 2:20 PM – 3:50 PM Wednesday

Materials to be used: Printed materials, Essential Skills software,
I-Pads, consumables (composition notebooks, paper, etc.)

Program 2:

Target Population: Grade 2 ELLs

Total # on the grade: 29

62% of the second grade ELLs are on the Beginner and Intermediate levels. Even though only 44% of the current caseload did not meet the AMAO 1 Benchmark, 75% of ELLs read way below grade level, as evidenced by the recent TC assessment and are at serious academic risk. This program is intended to provide English language learners with additional support in reading instruction. English language learners will engage in guided reading activities to enhance grade-level phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills through phonics focused books, narrative, and informational texts. This program will utilize the Essential Skills software to provide students with tiered and differentiated instruction to meet their individual needs and boost their speaking, listening, and reading skills. We will also encourage the native language support.

The ESL teacher will provide direct instruction to this group in collaboration with the content area teacher. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content area teacher in scaffolding of language and content.

Teachers: 1 licensed ESL teacher and 2 Content Area Teachers

Time: 2:20 PM – 3:50 PM Wednesday

Materials to be used: Printed materials, Imagine Learning English web-based program,
laptops, consumables (composition notebooks, paper, etc.)

Program 3:

Target Population: Grade 3 ELLs

Total # on the grade: 26

85% of the current grade 3 students have been in the ESL program for 3 years. 31% of ELLs are on Beginner and Intermediate levels. 57% of ELLs did not meet the AMAO 1 benchmark. 25 ELLs (96%) out of 26 students on the grade will take the standardized tests in ELA and 26 ELLs (100%) will be tested in Mathematics this spring for the first time. This program is intended to focus on reinforcing academic vocabulary development, dictionary skills, and test taking skills in ELA and Math.

Grade 3 English language learners will receive direct instruction in vocabulary development (including

Part B: Direct Instruction Supplemental Program Information

academic language), listening and speaking through series of engaging activities including but not limited to reading graphs, identifying patterns, and solving open ended word problems. In addition to English as the primary language of instruction, we will provide native language support by utilizing dictionaries and bilingual glossaries in student-preferred language. The ESL teacher will provide direct instruction to this group in collaboration with the content area teacher. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content area teacher in scaffolding of language and content.

Teachers: 1 licensed ESL teacher and 1 Content Area Teacher

Time: 2:20 PM – 3:50 PM Thursday

Materials to be used: non-fiction library, dictionaries
consumables (composition notebooks, paper, folders, etc.)

Program 4:

Target Population: Grade 4 ELLs

Total # of Current ELLs on the grade: 21

67% of the ELLs are on Beginner and Intermediate levels. 52% of them did not meet the AMAO 1 benchmark. 95% of students read way below grade level and need support.

52% of current ELLs have been in the program for more than 3 years. 89% of current ELLs who took the NYS 2014 ELA test and 73% of those who took the NYS Math 2014 test, scored levels 1 and 2.

This program is intended to provide additional English language and content area support to the grade 4 ELLs who have been in the program for three years and more and struggle academically. The ESL teacher in collaboration with the classroom teacher will provide direct instruction in vocabulary development through ELA, Mathematics and Science content areas. The focus of instruction will be building background knowledge through intensive use of non-fiction texts, reinforcement of dictionary skills, and hands on approach with native language support. We will supply our students with bilingual glossaries in Math and Science.

The ESL teacher will provide direct instruction to this group in collaboration with the classroom teacher. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content area teacher in scaffolding of language and content.

Teachers: 1 licensed ESL teacher and 1 Content Area Teacher

Time: 2:20 PM – 3:50 PM Thursday

Materials to be used: Classroom libraries, dictionaries, translated glossaries,
consumables (notebooks, writing paper, folders, pencils, highlighters, etc.)

Program 5:

Target Population: Grade 5 English Language Learners

Part B: Direct Instruction Supplemental Program Information

Total # of Current ELLs on the grade: 19

55% of the current 5th grade ELLs have been in the program from 4 to 5 years. Even though 100% of the caseload did meet the AMAO 1 benchmark, 85% of those who took the Spring 2014 NYS ELA and 47% who took the NYS Math tests scored levels 1 and 2.

This program is intended to provide additional English language and content area support to the current English language learners.

The focus of this program is to reinforce student reading and writing skills through explicit direct instruction. The ESL teacher in collaboration with the classroom teacher will provide direct instruction in vocabulary development through ELA, Mathematics and Science content areas. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content area teacher in scaffolding of language and content.

The focus of instruction will be building background knowledge through intensive use of non-fiction texts, reinforcement of dictionary skills, and hands on approach with native language support. We will supply our students with bilingual glossaries in Math and Science.

Teachers: 1 licensed ESL teacher and 1 Content Area Teacher

Time: 2:20 PM – 3:50 PM Thursday

Material to be used: laptops, language dictionaries, and consumables
(notebooks, writing paper, folders, pencils, highlighters, etc.)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

We will be providing an ongoing professional development to inform and train Title III Program teachers, as well as those responsible for delivery of instruction and services to ELLs . In addition to general orientation into Title III Supplemental Support Services, the personnel involved will learn about ESL methodologies, strategies, and techniques in developing academic language, building prior knowledge, both in house and outside the school. Teachers register and attend workshops offered through the DOE Office of English Language Learners, Columbia Teacher's College, professional development and instructional support provided by the ESL Network Support Specialist to both ESL and classroom teachers. ESL strategies for classroom teachers, Sheltered English and differentiated instruction for ELLs, collaborative team teaching, and other relevant activities are the focus of those workshops. Our ESL teachers closely collaborate with the school learning community and are instrumental not only

Part C: Professional Development

in aligning ESL instruction to the classroom instruction, but also in providing suggestions and strategies for particular areas of curriculum that would be useful for the teacher of an ELL student. The staff finds multiple entry points of access in the curriculum.

We utilize 80 minutes of professional development time, Chancellor's Conference Days for staff development, after and during school day to provide ELL training for classroom teachers through presentations, as well as the combination of study groups and labsites. Our T.C. Staff Developers, Alexandra Roman and Brianna Parlitsis, as well as our Network Specialist, Giuvela Leisengang, will be providing the ELL PD during the 80 minute sessions. This professional development will be ongoing throughout the entire school year. Topics include, but are not limited to: The Co-Teaching Model in the Push-In class; series of 10 workshops on Academic English Language Development with emphasis on scaffolding language and vocabulary for ELLs through reading, writing, listening, and speaking; The Common Core Learning Standards and Expectations for ELLs; Testing Accommodations for ELLs and Former ELLs; English Language Learners and New York State ELA & Math Tests. In addition to that, ESL and content area teachers articulate the needs of ELLs in planning instruction, as well as in preparation for the NYS assessments in ELA, Math, and Science.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

To promote student learning we offer a variety of engagement activities targeted toward assisting parents and guardians of our English language learners to enhance parent/school communication. The Parent Program will consist of 12 sessions with the duration of 90 minutes. One of the licensed ESL teachers will be facilitating the Parental Engagement Activities. Parents will be provided with strategies to use with their children to support instruction. Parents will be invited to the informational workshops about school goals, programs, forthcoming city and state assessments in order for them to adequately support their own children. Thus, we are planning to survey parents to identify the the areas they would be interested in. The surveys will be sent out in the parent preferred language of written communication. We will offer various activities including but not limited to workshops focusing on wellness and nutrition, preparing students for the NYSESLAT, homework help, ways to communicate with the classroom teacher, how to support English language acquisition, navigating the public school system, as well as cultural activities such as trips to the museums, landmarks, and places and events. Our staff is willing and able to provide adequate language support to parents based on need.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$18392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>14,713.60</u>	<p><u>Direct Service:</u></p> <p><u>Program 1: Two ESL teachers and Two Content Area Teachers for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$ 3,635.28</u></p> <p><u>Program 2: One ESL teacher and Two Content Area Teachers for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$2,726.52</u></p> <p><u>Program 3: One ESL teacher and 1 Content Area Teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$1,817.64</u></p> <p><u>Program 4: One ESL teacher and 1 Content Area Teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$1,817.64</u></p> <p><u>Program 5: One ESL teacher and 1 Content Area Teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$1,817.64</u></p> <p><u>Supervision: One Supervisor for 1 hour and 30 minutes long (90 minutes) for 12 sessions on Thursdays only. Note: There are no other after school programs being held on this day.</u> <u>\$951.12</u></p> <p><u>Parent Engagement: One ESL teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$908.88</u></p>

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$18392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Supervision: One Supervisor for 1 hour and 30 minutes long (90 minutes) for 12 sessions. Note: There are no other after school programs being held on this day.</u> <u>\$951.12</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0.00</u>	<u>no cost to program</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>3,678.40</u>	<u>Consumables: notebooks, folders, writing paper, pens, pencils, etc.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$18,392.00</u>	<u>\$18,392.00</u>

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 139
School Name The Rego Park School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Monica Powers-Meade	Assistant Principal Stephanie Lazarus
Coach n/a	Coach n/a
ESL Teacher Khanna Borukhov	Guidance Counselor Justin Bono
Teacher/Subject Area Darlene Hadoulis	Parent Alsina Perry
Teacher/Subject Area Jessica Wodicka	Parent Coordinator Nina Lipton
Related Service Provider Elizabeth Sparlng	Other Priscilla Perez, ESL Teacher
Network Leader(Only if working with the LAP team) type here	Other Jennifer Pilok, ESL Teacher

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	886	Total number of ELLs	153	ELLs as share of total student population (%)	17.27%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	2	1	3	3	2	2	0	0	0	0	0	0	0	13
Discrete ESL class	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Total	2	2	3	3	2	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	148	ELL Students with Disabilities	20
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language		0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
	0									
ESL	148	0	14	5	0	6	0	0	0	153
Total	148	0	14	5	0	6	0	0	0	153

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	13	15	9	10	5	0	0	0	0	0	0	0	65
Chinese	5	5	5	1	3	3	0	0	0	0	0	0	0	22
Russian	10	5	10	4	1	1	0	0	0	0	0	0	0	31
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Arabic	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Korean	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Other	5	2	5	4	5	3	0	0	0	0	0	0	0	24
TOTAL	36	28	36	19	20	14	0	0	0	0	0	0	0	153

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Beginner(B)	15	5	4	5	4	6	0	0	0	0	0	0	0	39	

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	12	13	5	10	4	0	0	0	0	0	0	0	44
Advanced (A)	21	11	19	10	5	4	0	0	0	0	0	0	0	70
Total	36	28	36	20	19	14	0	0	0	0	0	0	0	153

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	2	3	0	18
4	5	3	0	0	8
5	6	7	1	0	14
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		10		1		2		19
4	2		2		4		1		9
5	9		5		1		2		17
6	0		0		0		0		0
7	0		0		0		0		0
8	0		0		0		0		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	5	0	3	0	9
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess early literacy skills of our English language learners we use TCRWP as our assessment tool. The rigorous Balanced Literacy program delivered in Kindergarten and the first grade devotes sufficient amount of time on helping pre-emergent and emergent readers build a solid foundation in decoding skills. Student progress is monitored through the formal and informal TC Assessments, like running records, throughout the school year. Data reveal that success rate in the English language acquisition is closely linked to the student Independent Reading Level.

Thus, in 2012-2013 out of 36% of the English language Learners in Kindergarten who moved up the Reading levels and were reading on and above the grade level, 75% demonstrated overall proficiency and exited the ESL program. 64% of the current first graders ELLs are reading below the grade level, as evidenced by the most recent TC assessment. We will emphasize phonemic awareness by incorporating Wilson Foundations, as well as Words Their Way programs as very effective intervention. To promote love for reading, support native language development, and strengthen school family connection, we will continue to expand our bilingual library for students to borrow books and make their parents read to them.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? 48% of ELLs advanced one proficiency level, 7% advanced two proficiency levels, 41% remained on the same proficiency level, and 4% regressed on the New York State Language Achievement Test (NYSESLAT) between two consecutive years. The comparison between the language acquisition levels as per LAB-R for the newly admitted ELLs in the beginning of the school year (47% - Beginner and 53% Advanced) and the NYSESLAT results administered at the end of the school year (3% Beginner, 26% Intermediate, 40% Advanced, and 30% Proficient), shows that students demonstrate gains in English language acquisition. Data patterns across proficiency levels reveal that our students are making steady progress in English language acquisition process. However, we are very concerned with 4% of the ELLs who went down proficiency levels, as well as with 41% of ELLs who maintained the same proficiency level between two consecutive years as per NYSESLAT results.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We used the proficiency cut scores for NYSESLAT 2013 to develop an instrument to identify student proficiency levels in all four modalities: Listening, Speaking, Reading, and Writing. The cohort demonstrated 37% proficiency in Listening, 53% in Reading, 46% in Writing, and 48% in Speaking. ELLs in grade one demonstrated 35% proficiency in Listening, 44% in Reading, 38% in Writing, and 24% in Speaking. ELLs in grade two ended up with 39% proficiency in Listening, 43% in Reading, 61% in Writing, and 57% in Speaking. In grade three the situation is a little bit better: 52% proficiency in Listening, 65% in Reading, 52% in Writing, and 43% in Speaking. In grade four, on the other hand, the proficiency in Listening and Reading is 46%, while proficiency in Writing is 67% and 65% in Speaking respectively. In grade 5 proficiency in Listening (23%), as well as Writing (23%) is the lowest among the grades; proficiency in Reading in 62% and 53% in Speaking. To meet the demands of the Common Core Learning Standards we need to address all four modalities paying particular attention to the Listening and Writing skills.

The results of the NYSESLAT 2013 will be used not only as a tool to inform and shape our instructional decisions, but also as a baseline assessment for measures of student learning (MOSL). Thus, for AMAO #1, 48% of ELLs advanced one proficiency level, 7% advanced two proficiency levels on the New York State Language Achievement Test (NYSESLAT) between two consecutive years. 90% of ELLs with one data point scored at the intermediate level or above as per NYSESLAT 2013 results. For AMAO #2, 20% of ELLs attained English language proficiency on the NYSESLAT 2013. We are very concerned with 4% of the ELLs who went down proficiency levels, as well as with 41% of ELLs who maintained the same proficiency level between two consecutive years.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the

native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. According to NYS ELA test results 60% of ELLs scored Level 1 and 30% scored Level 2, 10% scored Level 3, as opposed to the Former ELLs. In that category 21% scored Level 1, 48% scored Level 2, 24% scored Level 3 and 7% Level 4 respectively. The NYS Math results are distributed as follows: among current ELLs only 38% scored Level 1, 38% scored Level 2, 13% scored Level 3, and 11% scored Level 4, whereas among Former ELLs 14% scored Level 1, 41% scored Level 2, and 24% scored Level 3, and 21% scored Level 4. Low scores in ELA could be contributed to the fact that 50% of those students were first time test takers. Higher results on the Math test could be attributed to the native language support either in the form of the translated versions of the test or bilingual dictionaries provided to those students during the test. ELLs, functionally literate in their home language, who used either the translated versions of the Mathematics and Science tests or a dictionary, scored 3 and 4. However for ELLs, semi-literate in their home language, the use of either a translated version of the test or a dictionary was not as effective.

b/c. Along with Formative and Summative assessments to track student progress, we use ELL Periodic Assessments as well.

The ELL Periodic assessments give a snapshot of the level of the student skills in Listening, Reading, and Writing.

This assessment, administered twice a year: in fall and in spring, proved itself to be an accurate predictor of student failure or success in the forthcoming NYSESLAT assessment. The Item Analysis Report points out to areas of challenge or critical need. The results of those assessments are presented and discussed at our LAP and grade meetings. ESL teachers use that data to identify patterns and trends to plan instruction tailored to student needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We adopted the RtI as an instructional model that aims at prevention and early intervention through tiered system of instructional support-one that adds layers of instructional support to the Common Core curriculum delivered in a school, based on demonstrated and changing needs of the student learners. ESL is a mandated service and is a part of Tier 1. Our ELLs fit the profile needing instruction and targeted intervention in vocabulary and comprehension skills. For our struggling readers in particular, we develop skill-based and knowledge-based competencies, as well as foundational knowledge to enable ELLs to access the text and make meaning of it. For Tier 2 "Double Dose" we provide additional support in a small group setting. We use ESL methodologies, to focus on areas of critical need. For Tier 3 - "Intensive Intervention" we offer either one-on-one tutoring or intensive, individualized instruction tailored to student learning needs. To identify at-risk ELLs in a specific skill we use formative formal and informal assessments tied to curriculum and daily instruction, largely driven by teacher observation, quizzes, student writing sample, etc. Grade level instructional teams carefully monitor student progress and discuss findings and look for the ways to better support the child struggling academically.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Child's second language development is given a high priority. Along with providing opportunities to achieve the same educational goals and standards as the general student population, we assure equal access to all school programs and services for our English language learners, commensurate with their ages and grade level. We develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the ELL's age, grade level and English language skills. ESL teachers believe all students can learn and have high expectations for their English language learners. They make instructional decisions that consider not only the child's cognitive developmental level, but also the language developmental level. ESL teachers use context, visuals, body language, real objects, and interactions provide comprehensible input.

Phonics and other early reading skills are taught in the primary grades through literature-based integrated units. Teachers surround children with literature and give children ample time to engage in the language arts for them to become successful in listening, speaking, reading and writing.

To determine the language development needs for instructional purposes, ESL teachers use ongoing formative assessments to monitor both language development and second language acquisition in listening, speaking, reading, and writing. The ESL teachers differentiate instruction to meet the students' academic needs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To assess the success of our ESL program we use Formative, Interim, and Summative assessments which inform not only about student language acquisition in Speaking, Listening, Reading, and Writing, but the acquisition of the content knowledge as well. English language learners are the focus of the grade and school level collaborative inquiry projects and Japanese Lesson Study teacher teams. In addition to the formal and informal assessments, ESL as well as classroom teachers engage in frequent, continuous, and increasingly concrete and precise talk about their teaching practice and student progress. We carefully analyze all the hard and soft data, note student progress in the English language acquisition, and correlate those results with student overall academic standing. Teacher teams adjust instruction based on student needs

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At registration, every parent, whose child is entering the New York City Public school for the first time is required to fill out a Home Language Identification Survey in their preferred language. At that time, a licensed and trained pedagogue, including either one of the ESL teachers, the Principal, the Assistant Principal, or a Testing Coordinator, conducts the informal interview with both, the child and the parent in English and in the native language, whenever it is possible and assists parents with completion of the form. All school staff-related sections of the HLIS are completed and signed by the appropriate personnel. The Home Language Identification Survey is carefully reviewed and the corresponding Language Code is determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal interview. Based on parent responses on HLIS, the eligibility for LAB-R is established. A team of three of NYS certified ESL teachers, two of whom are fluent in Russian and Spanish, ensures administration of the LAB-R to all students with a home language code other than English within 10 school days of enrollment. Within the same time frame LAB-R Spanish is administered to students with a home language code SP found eligible for additional language support as per LAB-R results. The results of the both LAB-R and Spanish LAB are hand-scored and the corresponding records are kept in school. The cut-score matrix in the LAB-R Memo is used to determine the student's ELL entitlement status. Based on the results of the LAB-R, parents are notified via Entitlement or Non Entitlement letters in both English and Native language where possible, about their child's eligibility for additional English language support. Within 10 school days, the perspective English language learners are placed in the English language support program based on the parent's choice and are provided with mandated instructional units for the entire schools year. At the end of the school year, every English language learner is administered NYSESLAT in Speaking, Listening, Reading, and Writing to determine student further eligibility for additional English language support.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

To ensure that parents understand all three program choices Transitional Bilingual, Dual Language, and Freestanding ESL, we have the following structures in place.

a). We schedule General, Targeted and Individual Parent Orientation Meetings. During school orientation in June and early September for incoming Kindergarten class, ESL teachers are invited to the General Orientation meetings to inform parents about identification process, assessment, and English language support, offered by the New City Education department.

b). In the beginning of the school year, after the administration of LAB-R is completed and the student eligibility for additional language support is established, we send ELL Entitlement letters on a school letterhead in the parent's preferred language informing them of their child's entitlement to ELL services and the parent's right to choose one of the three ELL programs offered in New York City. In this letter we invite them to the Parent Orientation meeting scheduled on different days and time. These Targeted Parent Orientation meetings are scheduled in the morning, in the afternoon, and in the evening to maximize parent participation. We create an agenda and a sign in sheet to record attendance. Parent Orientation sessions are facilitated by certified pedagogues fluent in Spanish and Russian. We invite staff members fluent in Chinese, Korean, Bengali, and other languages based on need, to get the message across. The parent brochures in different languages are given out to parents. We inform parents about three English language support programs available in New York City public schools, regardless of the program(s) currently available at the school. Parents are informed of the regulation that school must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in Elementary school. Parents are invited to view a Parent Orientation Video in their preferred language. A question and answer period is provided. After parents have attended the in school orientation, they complete the Parent Choice and Program Selection form in their preferred language. The child is placed in the program based on parent choice. For those parents who are not able to attend in school Parent Orientation meetings, we send another invitation for the Individual Parent orientation session.

c). Individual Parent Orientation sessions are offered to parents throughout the rest of the school year as soon as new children are admitted to our school. We collect and review Parent Survey and Program Selection Forms and place students in programs based on parents' choice in accordance with the ASPIRA Consent Decree. The required information for newly identified ELLs is entered into the ELPC screen on ATS. We try to keep an accurate and updated file on parents who choose a bilingual program that we are not able to offer as a result of insufficient number of students.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

We download Entitlement and Placement Letters from the DOE website in both English and the parent preferred languages, customize them for each student, attach the Parent Survey and Program Selection Form, place them in an envelope and send them home for the parents to respond. We make sure parents are aware that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. We make several attempts to reach out to parents and help them choose a program for their child. In case the letters are not returned and our attempts to reach out to parents are ignored, we contact the Placement Office, request appropriate documentation for Biligual Education and send that information to parents. Historically, our parents are very cooperative and do attend the Parent Orientation meetings where we provide material resources in the parent preferred language and have parents fill the survey out and choose a program for their child. The copy of the Entitlement Letter, along with the Home Language Identification Survey are placed in a sheet protector with the child's name on it and stored in the child's cumulative folder file. Copies of the above mentioned documents are maintained and stored in the Principal's office. Based on the the NYSESLAT results, we download Continued Entitlement , as well as Non Entitlement/Transition letters in both English and the parent preferred languages. We send those letters home in a sealed envelope to inform the parents about their child's English language learner status. One copy of these letters is placed in the student cumulative folder, and, another one is stored and maintained in the Principal's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After parents identify their Program Choice, we inform parents about their child's placement in the language program of their choice. We place students in either Free Standing ESL, Transitional Bilingual, or Dual Language Program accordingly. We make every attempt to honor parent's choice. Since we are not able to form bilingual classes in our school due to the insufficient number of parent requesting bilingual or dual language programs, we help parents to obtain additional documentation and proper placement in the program of their choice. If the parent wants to keep the child in our school, we place him/her in our Free Standing ESL program. The Placement letter, and Parent Survey and Program Selection forms along with the Home Language Identification Survey and the Entitlement letter are placed in a sheet protector with the child's name on it and stored in the child's cumulative folder file. Copies of the above mentioned documents are maintained and stored in the Principal's office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring we administer the NYSESLAT to all eligible students. We start with administration of the Speaking subtest. We form a panel comprised of two pedagogues trained in NYSESLAT administration. One of the pedagogues on the panel is the ESL teacher who administers the test to the child. Another pedagogue, who does not provide service to that particular group of ELLs, assesses student answers based on the rubric. For Listening, Reading, and Writing subtests we come up with a schedule to ensure test administration to all eligible students within the two week window. We also make sure that ESL teachers do not grade their student writing and scoring is completed by a disinterested party, trained in scoring the Writing subtest. We strictly follow the testing protocol and adhere to all the rules and regulation regarding the NYSESLAT administration. All the testing documents are stored and kept in a secure location as mandated.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing Parent Survey and Program selection forms for the past few years, the general trend in the parent choice has been a request for a Free Standing ESL program. Despite the fact that parents are advised of the different options, they normally choose a Free Standing ESL program as their first choice. In 2013-2014 100% of new ELL parents indicated the Freestanding ESL program a their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. The instruction is delivered through the combination of Push-In (Co-Teaching), Self-Contained, Pull-Out, and Collaborative models. In order to provide all English language learners with mandated units of instruction we have created a self-contained first grade ESL class where instruction is provided by the teacher certified in both Common Branches and TESOL. The second grade ELLs, as well as students in the self-contained Special Ed. classes in grades 1 through 5 are being serviced through the Push-In model. ELLs in Kindergarten, as well as in grades three, four, and five are being serviced through the Pull-out and Collaborative models. We have four full time ESL teachers.

b. ELLs are grouped heterogeniously (mixed proficiency levels) by grade.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Under CR Part 154, we service our ELLs for no less than 180 minutes per week for our Advanced level students and 360 minutes for our Beginning and Intermediate students. Our LAP team's goal is to expand the Push-In model for the entire school. Due to a high number of ELLs in the first grade there was a need in forming a self-contained ESL class, where the teacher, dually certified in TESOL and Common Branches, provides services using ESL methodologies. For this school year we were able to organize services through the Push-In model in all self-contained Special Ed. classes in accordance with their IEPs, as well as in grade 2, where we have a large number of ELLs concentrated in two second grade classes. This Push-In model is supplemented with additional units in a Pull Out format for Beginner and Intermediate ELLs. The rest of the English Language Learners in school are being serviced through the Pull Out organizational model. To be in compliance with mandated units of instruction we use flexible scheduling where our ESL class periods last from 50 to 60 minutes. Beginner, Intermediate, and Advanced students are grouped by grade, thus we use heterogeneous program model for our students.

a. At PS 139Q English language learners are provided with opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of CR Part 154, we provide our English language learners equal access to all school programs and services commensurate with their ages and grade level.

The language arts instructional component includes English language arts instruction and English as a second language instruction. The language arts instructional component for the beginning and intermediate levels of English proficiency is ESL instruction. The learning standards for English language arts (ELA) and English as a second language (ESL), and key ideas and performance indicators for such standards, serve as the basis for the ELA and ESL curricula, respectively.

English language arts instruction is provided to students at the advanced level of English language proficiency for a minimum of one unit of study (180 minutes per week) or its equivalent, A minimum of one unit of study in ESL is also provided for advanced level students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our ESL teachers use research based instructional approaches and methods to make content comprehensible to enrich student language development. They integrate Content Area instruction into their teaching. However, we make sure our English Language Learners are not pulled out during ELA and Math instructional time and receive instruction from the classroom teacher. Our ESL teachers meet regularly with mainstream teachers in order to align their instruction with that of the classroom and successfully scaffold education for our ELLs.

Our ESL teachers confer with the Science and Social Studies teachers as well in order to support Content vocabulary and concepts for the ELLs. Teachers provide scaffolded instruction for the different units of Readers and Writers Workshop.

In addition, pertinent thematic units are taught. ESL teachers provide differentiated instruction to help students improve their Speaking, Listening, Reading, and Writing skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

For students found eligible for English language services and whose Home language is Spanish, we administer Spanish LAB to identify their Native language skills. For students with special needs, bilingual specialists assess student's native language skills using appropriate language instruments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To assess the success of our ESL program we use Formative, Interim, and Summative assessments which inform not only about student language acquisition in Speaking, Listening, Reading, and Writing, but the acquisition of the content knowledge as well. English language learners are the focus of the grade and school level collaborative inquiry projects. In addition to the formal and informal assessments, ESL as well as classroom teachers engage in frequent, continuous, and increasingly concrete and precise talk about their teaching practice and student progress. We carefully analyze all the hard and soft data, note student progress in the English language acquisition, and correlate those results with their overall academic standing.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our ELLs come with diverse profiles of learning needs. We will be focusing on more powerful instruction to meet the needs of all students. We will address skill-based, as well as content based competencies through more intensive instruction, which involves not only instructional time and smaller instructional groups, but also is precisely targeted at the right level of student language acquisition. To help accelerate learning and close the achievement gap, we will be systematically using the following key components of the powerful instruction such as providing clearer and more detailed explanations, corrective feedback, guided practice, and instructional sequences. In addition to that, ESL teachers, in collaboration with classroom teachers, will develop strategies to support various sub-groups of ELLs like SIFE, Newcomer, Long-Term ELL, etc., succeed under the Common Core Learning Standards.

a. This school year we do not have any SIFE students. However, according to our plan, these students will be placed in age appropriate classrooms; we will pair the SIFE with a peer who speaks his/her language; parent volunteers will be asked to work with the child on an individual basis. The SIFE will be given an equal access to participate in all student activities and receive Title III and AIS services, as well as the support of the Guidance Counselor and bilingual social worker. We will give students an intensive instruction in building literacy skill and vocabulary development in a small group setting.

b. We assess newcomers literacy skills and exercise a differentiated approach to assist students to acclimate to the school environment, build or transfer their academic skills. Since P.S. 139 is a Teachers College Project school and uses the Balanced Literacy approach, the ESL teachers also follow the Balanced Literacy and Workshop models. The classroom teacher is additionally provided with supplementary materials as well as useful internet web sites for the newcomer ELLs to use for classroom differentiated instruction. Beginning this school year we offer Extended Day sessions for newcomer students twice a week for 37.5 minutes before school, where two ESL teachers will supplant services to those ELLs to support their English language acquisition. We distribute to students available bilingual glossaries in Content Areas, make sure the child has a dictionary in his/her home language on them during and after school hours. We closely monitor their progress both in English language acquisition and in the content areas through formal and informal assessments, conference notes, and conversations. We also reach out to parents to consolidate Home and School connection. Our Parent Coordinator helps find parents speaking the same language. Parents are provided with translated versions of the information set out to parents. Parents are invited to enroll in the Adult ESL class sponsored through Title III Grant. Through the same Title III Grant, in addition to the mandated units of instruction, we offer afternoon English classes for the newcomers to support their English language acquisition.

Since NCLB requires testing for ELLs in the system for more than 1 year, our ELLs are part of all AIS after school instruction. During the year, they are also pulled in small groups by a reading and/or math specialist for added support.

c. 6% of our ELLs have been receiving services for 4 years and more. It is a considerable reduction from the previous years. We exercise proactive approach to our struggling students. At P.S. 139, one of our ESL teachers is a member of the PPT team. Those pupils who exhibit long-term learning lapses and behavioral problems are discussed at monthly meetings where the Guidance Counselor, Psychologist, Social Worker, and other service providers can suggest appropriate strategies to help these struggling students excel. Students are placed in small group supplemental classes, where a content area specialist, trained in ESL methodologies, provides targeted direct instruction to close achievement gap; they attend our 37.5 minute Extended sessions and are enrolled in our after school AIS classes. We require an informational meeting with parents to give them a full overview of the services available to the students in Special Education and Related Services at P.S. 139. We also introduce to the parents programs that deal with phonemic awareness, study skills, and math interventions. To this end, we hope that the parent will support the child at home while we support them in school.

d. As opposed to previous years, we do not have Long Term ELLs who completed 6 years in the ESL program. At P.S. 139 we were able to help our long term ELLs to reach the mandated level of proficiency and exit the ESL program. Our interventions such as At-Risk academic support services, RtI, Extended Day sessions, Title III, AIS support classes in Reading, Math, and Social Studies, and small group instruction by a content area specialist, proved themselves highly effective, as well as emotional and mental support provided by Guidance Counselor and Social Worker. We were able to turn parents into our partners and that contributed to our success as well.

e. After our English language learners reach the mandated level of proficiency based on the NYSESLAT results and are no longer eligible for ESL program, we provide them with transitional support up to two years in and outside the classroom. To enhance their academic English language skills, we enroll them in the academic support groups where content area specialists, trained in ESL methodologies, provide targeted direct instruction in a small group setting twice a week. In addition to that, they are invited to the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science. They are provided testing accommodations such as extended time and separate location in addition to the listening passages being read for three times, as well as native language support during NYS Math and Science tests.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To provide access to the academic content and accelerate English language development our ELL-SWD are mainstreamed into age appropriate ESL classes and are introduced to a rigorous curriculum to maximize learning. Some of our ELLs have alternate placement paras who aid in their instruction. ELL-SWDs have full access to all the supplemental academic programs offered in our school. During the ESL instruction we use the Balanced Literacy approach. The emphasis is placed on the acquisition of social and academic vocabulary taught through ESL strategies such as TPR, language experience approach, and sheltered English instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

To meet the diverse needs of our ELL-SWDs within the least restrictive environment, we will use curricular, instructional, and scheduling flexibility by incorporating multisensory approach to learning to read, open response questions in math, use of manipulatives and tools, partnerships, and flexible grouping with General Ed. students. All these approaches help promote a positive environment to accelerate learning.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Native Language Arts:	n/a		n/a	n/a
Social Studies:	n/a		n/a	n/a
Math:	n/a		n/a	n/a
Science:	n/a		n/a	n/a

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

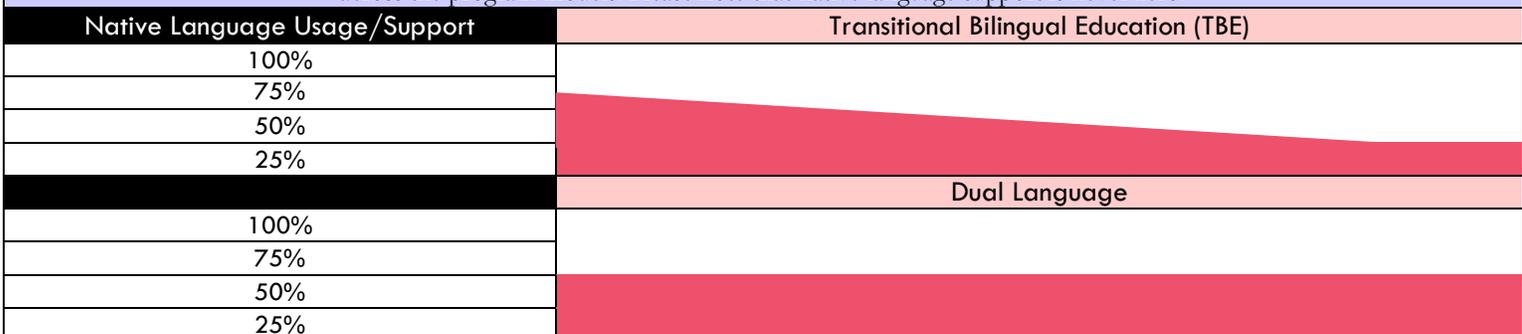
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our school has a variety of targeted intervention programs for ELLs in ELA, Math, Science, and Social Studies. 30 to 50 minute small group instruction is given to target ELLs by content area specialists during school hours. English language learners, struggling academically in content areas, are offered a 10 week long At-Risk service. 90% of the English language learners are enrolled in the Extended Day session program, run before school on Monday and Tuesday mornings. The PS139Q Title III program offers sessions after school taught by both ESL and classroom teachers. This collaboration which spotlights ESL methodology combined with specialized academic support, is a powerful tool. The classroom teacher refines her knowledge of ESL strategies and techniques to maximize student performance. The ESL teacher masters content area teaching skills. ELLs in grades 3, 4, and 5 are invited to participate in the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Collaborative approach, incorporating both Co-Teaching (Push-In) and Pull Out models, proved itself to be very effective in meeting the needs of our ELLs. Classroom, as well as ESL teachers, articulate on regular basis to ensure congruency of instruction. Teachers discuss student progress together and plan activities to maximize student learning in both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, we are introducing a self-contained ESL class due to a high concentration of ELLs on the grade. A teacher, who holds NYS certification in both Common Branches and ESL, will provide services to ELL to ensure a quality acquisition of the academic content and English language development.

12. What programs/services for ELLs will be discontinued and why?

As of now, we do not anticipate discontinuing any of our school initiatives in ESL instruction and support.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

English language learners have equal access to all programs, services, extracurricular activities, and enrichment opportunities. Our ELLs serve on the Student Council, are members of the Glee Club and Music Memory Team, are members of the school basketball team. They are active participants in the International Festival, as well as Art and Dance, and Enrichment programs (chess, guitar, karate, etc.). They take advantage of the Academic Support programs including, but not limited to, Title III ESL, AIS, Extended Day Sessions, as well as small group instruction.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use a variety of instructional materials to support English language learners. In addition to the Addison-Wesley and Scotts-Foresman leveled ESL textbooks, we actively use Avenues by Hampton Brown. We were able to build our leveled libraries in different genres including non fiction in order to support content area instruction in Science, Social Studies and Mathematics. We have a collection of Big Books for Read Alouds from both Rigby and Mondo. The Leap Frog materials are in constant use by the classroom teachers as an additional classroom language support. We started purchasing dual language books in various languages, as well as language and picture dictionaries through school and Title III funds. We have also purchased the network version of the Rosetta Stone program. This program was uploaded on the school laptops and distributed among classrooms, so new admits could learn English independently using this program. We encourage ELLs in primary grade to take advantage of the free on-line Starfall program. We have purchased software from Essential Skills to enhance student's phonemic awareness, phonics, as well as decoding skills. We actively use the

"A to Z" website to enhance student reading and comprehension skills. ESL classrooms are equipped with computers with Internet access. Three laptops were purchased for the ESL program through Title III funds. We will continue acquisition and use of technology tools to maximize student learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the ESL program model the native language support is given a high priority. The use of glossaries and dictionaries is being taught and encouraged. Newly admitted English language learners are paired with students speaking the same language. Our school, as well as classroom libraries, have books in languages other than English. Students are encouraged to read books in their native language and reflect that in their Reading logs until they become literate in the English language. The largest language groups represented among ELLs are Spanish and Russian. Two of our ESL teachers speak those languages. In addition to that, our teachers and staff are fluent in Chinese, Korean, Bengali, Arabic, Albanian, Farsi, Haitian-Creole, Italian, Serbian, Portuguese, Bulgarian, Urdu, Hindi and other languages. We attract parent volunteers to assist parents of the newly arrived English language learners to feel comfortable and play an active role in our school community.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

At PS 139Q English language learners are provided with opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of CR Part 154, we provide our English language learners equal access to all school programs and services commensurate with their ages and grade level.

All of our required support services for our ELLs correspond with their appropriate ages and grade levels. The curriculum, resources, and support materials are age and grade appropriate and assist our ELLs excel academically.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our newly enrolled English language learners are offered an ESL summer school program in order to assist them acquire more language skills during the summer months. In addition to the educational program, students are encouraged to attend the recreational component of the summer school to develop social skills and enhance language learning.

18. What language electives are offered to ELLs?

19. **P.S.139Q does not offer any foreign language electives at this time.**

20. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. We provide direct and indirect professional development to all classroom teachers and services providers on ongoing basis. Professional development hours of Direct ELL training to teachers of ELLs is offered on Staff Development days, through Lunch and Learns, Grade and Faculty Conferences. ESL teachers as members of the school Collaborative Inquiry Teams, provide, through discussions, indirect professional development to the mainstream teachers of the targeted ELL students. To ensure congruency of instruction, ESL and classroom teachers engage in articulation about most effective strategies and approaches to reach out to ELLs. The Co-Teaching partners involved in a Push-In instructional model collaborate during common prep. time in preparing lesson plans.

2. To support ELLs, as they engage in the Common Core Learning Standards, our teachers and staff will participate in the following professional development sessions focused on "Developing a Deeper Understanding of Listening and Speaking based on CCSS through Using Partner Time to Increase Student Reading Comprehension"; "How to Use Oral Storytelling to Develop Language through Speaking and Listening Skills"; "Engaging in High Quality Discussions to Extend Each Other's Thinking"; "Using Thinking Maps and Frame of Reference to Build Higher Order Thinking Skills"; "DOK Questioning to Raise and Strengthen Critical Thinking Skills", and more.

3. We are a feeder school to Russell Sage Junior High School. There is articulation between the staff of both schools including our Guidance Counselor and Parent Coordinator. Besides an orientation for both students and parents in the afternoon and evening, meetings are aligned to the needs of the ELLs. They are conducted with the staff of the Junior High School and the 5th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal.

4. In the first part of the year (September - December), we will introduce the following topics: "ESL Co-Teaching Model", "Unpacking Complex Texts for ELLs"; "Building Student Background Knowledge", "Academic English Language Development". From January to April we will conduct workshops on "NYSESLAT Expectations", "English Language Learners and New York State ELA & Math Tests" and "Effective Test-taking Strategies for ELLs". These workshops will be facilitated by the Principal, the Network Achievement Coach, as well as Teacher Leaders and ESL teachers. The attendance sheet along with a sample agenda and supporting resources will be kept in the Principal's office,

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
 5. P.S. 139 is an open school, welcoming all parents. Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee, and the Safety Committee. The Parent Coordinator conducts workshops and makes certain that all materials are translated into the major language groups. We have parent volunteers to assist parents new to the system in their native language. Parents are invited to attend all class trips and assembly programs. We have writing and publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high. We ask for and honor all requests for translators. Our relationship with the Parents' Association is extremely positive. Our teachers regularly attend meetings to explain initiatives and speak on key issues. Through Title III funding we offer Adult English classes to parents and guardians.
2. Our school regularly partners with the local library and Barnes and Noble bookstore. We developed partnership with the Central Queens Y, New York Hall Science through the CASA grant, and the Cornell University Extension program. Parents of our ELLs are given an opportunity to enroll their children into the Parent Association Enrichment program.
3. Our Principal and Parent Coordinator, as well as the classroom and ESL teachers, consistently reach out to parents to insure that their needs are being addressed. Questionnaires and emails as to translations, workshops, and attendance at programs are sent out to parents asking for parental input in the nature of workshops that will be offered. All materials are translated in the major language groups and efforts to have translators in attendance are made. The Parents' Association also distributes a survey to the parent body to discuss their needs.
4. Our ELL parents need to be aware of how to assist their children in adjusting to a new school and language to be successful in the school environment. To that end, we offer workshops in Nutrition (Healthy Habits), Meeting Common Core Learning Standards, Workshop on ARIS, and others. Parents engage in "Communal Walk Together" where they meet and socialize with other parents, "Coffee and Communication," showing the parents how and when they can communicate with the school, "Meet the Principal", where the school Principal meets with parents every month to communicate school academic expectations and strengthen parent bond, Parent and Child Craft Workshops for holidays and other cultural celebrations. In addition to that, school teacher and staff present various workshops to educate parents about academic expectations in various content areas and strengthen the home-school connection.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Rego Park School**School DBN: 28Q139****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Powers-Meade	Principal		12/05/13
Stephanie Lazarus	Assistant Principal		12/05/13
Nina Lipton	Parent Coordinator		12/05/13
Khanna Borukhov	ESL Teacher		12/05/13
Alsina Perry	Parent		12/05/13
Elizabeth Sparling	Teacher/Subject Area		12/05/13
Darlene Hadoulis	Teacher/Subject Area		12/05/13
n/a	Coach		n/a
n/a	Coach		n/a
Justin Bono	Guidance Counselor		12/05/13
n/a	Network Leader		n/a
Priscilla Perez	Other <u>ESL Teacher</u>		12/05/13
Jennifer Pilok	Other <u>ESL Teacher</u>		12/05/13
Jessica Wodicka	Other <u>ESL Teacher</u>		12/05/13
n/a	Other <u>n/a</u>		n/a

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q139 School Name: The Rego Park School

Cluster: 2 Network: 207

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To assess our school's written translation and oral interpretation needs, we have the following system in place: At registration, parents fill out a Home Language Identification Form where they indicate the preferred language for written and oral communication. This information is entered into the ATS system and the student emergency card.

In addition to that, teachers survey parents to find out whether they need an interpreter to enhance communication. Parents are made aware regarding their right to and the availability of language services.

To assess the school's need in translated materials we download data from ATS and identify what languages are represented in our school for the current school year, and how they are distributed among the grades and classes.

To provide Limited English Speaking parents with a meaningful opportunity to participate in and have access to programs and services critical to their child's education and accommodate translation and interpretations needs, we resort to both internal and external resources. In house, we survey our teachers and staff to identify their fluency in languages other than English. In collaboration with the Parent Association, we identify parent volunteers willing to provide need based oral and written translations. We also take advantage of the services offered by the DOE Translation and Interpretation Unit including, but not limited to, written translations of documents containing critical information regarding a student's education, over-the phone interpreting services, and others.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Through collaboration with the Parents' Association, School-Based Support Team, School Leadership Team, ESL Department, and other parties involved, we determine and share the information about the language groups our school is comprised of, as well as about teachers and staff who are fluent in language(s) other than English. To date, Spanish, Russian, and Chinese are the major language groups in our school. We notice a growing number of low incidence languages such as Tadjik and Uzbek languages. Even though we have a multilingual staff, we are not able to cover some low incidence languages when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English. Therefore we need to request the DOE Translation and Interpretation Unit to translate into the above-mentioned languages the documentation used for identification, parent survey, program choice, parent notification, and placement of newly admitted potential English language learners. The list of teachers and staff, fluent in language(s) other than English, is publicly displayed in the school's office.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We post in a conspicuous location at or near the primary entrance to school a sign in each of the covered languages, indicating the availability of interpretation services.

We ensure interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. We are using our staff fluent in languages or request over-the-phone translation with low incident languages.

The school sends out letters and correspondence translated into Spanish, Russian, and Chinese.

We regularly update the information on parent preferred language of communication in both written and oral form.

This data informs the need in translated materials disseminated to parents, as well as the number of interpreters for oral translation during Parent-Teacher Conferences, IEP meetings, workshops, and other school functions.

Written translation services are usually provided by the DOE Translation and Interpretation Unit, as well as in-house by school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The list of teachers and staff fluent in languages other than English is publicly displayed in the school office. PS 139Q's Parent Coordinator identifies parents in need of translation services, and sets up a schedule to accommodate them during Parent-Teacher Conferences. Parent volunteers, teachers and staff members, fluent in languages other than English, translate at various school functions and Parent Association meetings. With low-incidence languages we use over-the-phone translation service provided by the DOE Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parents are informed of their rights to translation services in writing. During each parent meeting, parents receive translation services. Posters giving information about Department of Education translation services are displayed in the main office and at the school entrance. A sign in each of the appropriate covered languages indicating the availability of language services is posted in the lobby. Parents are provided with translated versions of the Parent Bill of Rights and the Family Guide . We maintain an appropriate and current record of the primary language of each parent, both in ATS and on the student emergency card. We keep accurate records regarding the provision of language assistance services in order to monitor progress when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.